JUN 6 1927

Boston Latchstring Number

Journal of EDUCATION

BOSTON, MASS.
Vol. CV. No. 23

June 6, 1927

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Why Boston?

By MALCOLM E. NICHOLS
Mayor of Boston

The City of Boston is sincerely pleased with the announcement that the Department of Superintendence, National Education Association, will assemble in annual convention in Boston during the month of February, 1928.

Boston is the birthplace of American liberty, and the historic shrines in its immediate environs will appeal singularly to the educators of the country upon their visit to our City.

Boston in its early colonial history considered most carefully the education and moral training of its children, and it appears by the early records of the Town of Boston that when the warrant was issued for the calling of the Town Meeting, in April, 1635, a vote was cast declaring Philemon Pormort be "intreated to become schoolmaster, for the teaching and nurturing of children with us."

The scholastic service of the Colonial teacher, Pormort, was in reality the beginning of the Public Latin School of Boston, one of the best fitting schools in the nation, and this school has held a commanding position in educational direction since the early days of the 17th century.

The Town of Boston began its educational curriculum with the school of Master Pormort, which was called in its early days the Free School, and was located upon the present site of the Boston City Hall.

The question of maintenance was determined by the assessment of fees, by appropriations directly made by the Town of Boston and partly from the income of lands and funds set apart by the Colonial fathers of Boston for the immediate use of the school.

The Town of Boston later gave authority to its Selectmen to engage schoolmasters and also to provide for the inspection of schools by duly appointed committees of visitation composed of justices of the court, clergymen, lawyers, and other leading citizens.

It appears that in 1789 the Town of Boston adopted a system of education under the direction of a board, and which was nucleus of the present School Committee. It appears further that the management, direction, and regulation of school affairs in our community was intrusted to the members of the School Committee, and who have always been an elective body chosen by the voters of Boston by their majority ballot.

The origin of school boards appears to have been in Boston.

In 1647 the General Court passed an act requiring every township of fifty householders to provide instruction in writing and reading for all children; and any town with one hundred families was required to "set up a Grammar School" for the instruction of youth to "be fitted for the university."

The history of Boston denotes that of the various boards sponsored by the Selectmen of Colonial days, the School Committee is the only body that has been continuously chosen by popular ballot from its origin to the present day.

It is of interest to learn that a report of the School Committee of the Town of Boston in 1709 recommends that the salary of the master of the Latin School should be advanced to one hundred pounds. This forms an interesting comparison when the salaries of schoolmasters of the present day are considered.

Boston has been a pioneer in many of the leading educational movements inaugurated in the United States. It was here that the kindergarten movement providing education for little children was initiated, and this important work began under the direction of Mrs. Quincy A. Shaw and other public-spirited women, and later was made an integral part of our school system.

The extended use of the public schools was inaugurated by the Women's Municipal League of Boston and this important service has spread to all parts of the United States.

Vocational guidance, so great a factor in modern education, had its birthplace in the City of Boston.

One of the first Junior High Schools of the country was established in Boston, as well as the High School of Commerce, and High Schools for Mechanic Arts for Boys and the Practical Arts for Girls had their origin in Boston.

The important educational movement providing Evening Schools for those who by reason of daily occupation were unable to attend the courses in our day schools was first started in Boston in 1869. No economic and educational movement of great importance in the country was determined during the last century without the aid of Boston, and the blessings of education have been extended to thousands of persons laboring within the shadow of adversity.

A day school for immigrants was first established in Boston in 1916 and has performed a most meritorious service in extending to our future citizens, not only the blessings of education, but instruction as to the character of our American Government.

Boston was the pioneer in establishing summer review schools where pupils have been extended the opportunity of improving their individual standing and enabled to continue in the advanced grades with school companions who had enjoyed an earlier promotion.

Many educators have declared that the Boston Teachers' College is superior to a majority of similar institutions in this country although not the first to be established.

Educational history also denotes that in Boston was first established the disciplinary day school where pupils are maintained and educated till they regain normal deportment. Boston was the first city in the United States, if not in the world, to inaugurate a system providing for the medical inspection of its school children. This important labor began in 1894 and a system of medical inspection patterned after that of Boston has been adopted throughout the nation.

Boston today is the school centre of the world. It has a greater number of pupils compared with its population than any city in the country. In the administration of its school system provision is made for 125,000 pupils with a staff of over 4,000 teachers. It is the aim to fit the school to the individual and not the individual to the school, and in the language expressed upon the tablet of our Boston Public Library, "The Commonwealth requires the education of the people as the safeguard of order and liberty."

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Congress of Parents and Teachers

THE National Congress of Parents and Teachers is a marvelous educational achievement. Think of an educational organization with a paying membership eight times as large as the National Education Association. —1,335,974—and a cash income from fees—$1,335,000—more than three times the income from dues in the N. E. A.!

The increase in membership last year was 135,000, or more than the entire membership of the N. E. A. a year ago. And the P. T. A. is in its infancy. If it grows as fast in the next five years as it has in the last five years, or as fast as the N. E. A. has grown in the last five years, it will have a membership of five million with an income of $5,000,000.

If anything has been heaven-born in recent years it is the National Congress of Parents and Teachers. There is no more important organization in America today. It has the most distinct vision of any educational, social or patriotic organization.

The opportunity is limitless and the responsibility is imperative. The times demand it. The pre-school years are vastly more vital than they were twelve years ago, or ever were before that time.

Religiously, socially and economically the atmosphere has radically changed. No one is expected to do or not to do anything unless he is personally satisfied that it is best for him to do it or not to do it. Teachers cannot enforce any rule by physical force, and any parent who does not spare the rod even though he knows that by so doing he will spoil the child, may be in jeopardy legally. Children are more egotistically independent while the authority of school and home is minimized.

At the same time the home is being flooded with all sorts of social and civic schemes that tend to divert the attention of the father and mother from the boy and girl.

It is possible for a home to do all that is needed for children, and for fathers and mothers at the same time to lead the life of the day, so far as it can be done properly. It cannot be done as the home used to be. Parents need a new education, one that enables them to train children better than the home of other days trained them.

Nothing was ever done to educate parents to train children; now it is imperative that parents should be educated to train the children of today to lead a right life in the life of today, and the Parent-Teachers Association is the only way that has been developed to do this.

The way the organization is prospering is adequate demonstration that it is meeting its responsibilities nobly. It is constructive rather than critical. It is solving its own problems instead of dodging them; is rendering a matchless service that can be rendered in no other way.

The Blair Administration

THE administration of Dr. Francis G. Blair is one of the most eventful in the long career of the National Education Association. It turns the management back to the states, and the state directors will be the only body to initiate, create or mature policies and vote money. It required a man of large experience in public affairs to discover that the Federal Charter recognizes no other authority, financial or otherwise, than the Board of Directors.

This Board of Directors will apparently, hereafter, represent the State Associations and not the personal preferences of the directors. Policies will be determined by the State Associations before the annual meetings instead of accepting the policies afterward. The state directors will direct the affairs of the National Education Association.

This is the inevitable result of the policy developed of having the membership campaigns conducted by the State Associations and the membership fees largely collected by State Associations. There are State Associations that collect from thirty to forty thousand dollars a year for the National Education Association, and it was only a question of time when these State Associations would insist upon having a vital part in determining the policy of the National Association. The change to the state basis has been on the horizon for three or four years and it only needed to know how to function as states to create the new situation.

Threlkeld's Promotion

THERE has been nothing quite comparable to the professional progress of A. L. Threlkeld, unanimously chosen to succeed Dr. Jesse H. Newlon as superintendent of Denver at a salary of $10,000 for a five-year term.

Six years ago he went to Denver from the superintendency of a relatively small city in Missouri. He was one of the assistant superintendents for four years. Two years ago he was promoted to the deputy superintendentship, and now he has an extra long term at a worthwhile salary. And what is more significant there seems to be universal approval of the choice. Here is a man, well under forty years of age, whose professional achievements have secured all of his promotions. His scholarship is unusually reliable, his professionalism is every way creditable, and his personality exceptionally acceptable to the citizens as well as to the school people of the city and state.

A Great Achievement

THE United States Bureau of Education is the most creditably housed and equipped bureau of any department of the government. Credit for this is due to Secretary Work and Commissioner Tigert. There is no weak spot in its equipment. It has a wealth of educational information up-to-date that has never been dreamed of by the most scientific educational activity heretofore.

The educational Library is being developed magically. It means much to the National Education Association to have such resources available.

What Is Your Professional I. Q.?

[Answers will be found on Page 651.]

71. Whom did Frank Cody succeed?
72. What city superintendent had a year's leave of absence to make a series of school readers?
73. From what position did the superintendent of Bridgeport, Connecticut, come?
74. To what important city did the superintendent of New Orleans go?
75. Who was elected superintendent of Boston from the superintendency of Cincinnati?
76. What superintendents of Boston were promoted from the assistant superintendency?
77. What city superintendent is on the State Board of Education?
78. What author of a widely used geography has recently retired from Teachers College, Columbia University?
79. What Boston publisher has devoted his business life to the promotion of public school music?
80. Who is director of education in a large university who was superintendent of a large city?

Know New England

By A. E. WINSHIP

NEW ENGLAND is to have an opportunity that has not been hers in many years. There will be more superintendents and principals in Boston, February 25 to March 1, than have been together before. They will come from more communities than ever, and they will come with a greater desire to know New England educationally than ever.

There were more hotel reservations asked for in two weeks after Secretary Shankland's announcement that the meeting of the Department of Superintendence for 1928 would be in Boston than we have ever known to be called for six months after the announcement of the place of meeting. We have been in many states since the announcement, and we have never known such universal interest in any prospective meeting as in the meeting of 1928.

There has never been as ardent a desire to learn about education as now. Superintendents and principals have little of that cock-sureness once quite common. State Teacher College presidents and State Normal School principals are in a highly receptive state of mind. Deans of colleges, normal schools and high schools are exceedingly alert minded, as are the librarians.

Unless all signs fail the colleges and universities will have an interest in this New England meeting quite unknown in recent years.

There are more than fifty colleges, universities and normal schools in New England, and they are highly nationalized. Harvard and Yale, Bowdoin and Dartmouth, Amherst and Williams, Clark and Simmons, Tufts and Tech, Brown and Boston University, Wesleyan, Middlebury and Burlington, Boston College and Holy Cross, Wellesley and Wheaton, Mount Holyoke and Smith, Radcliffe and Jackson have nation-wide clienteles.

The preparatory academies are legion, and they are equally national. Exeter and Andover, Huntington and Chauncy Hall, St. Paul and Groton, Cushing and Loomis are only suggestions of the renowned classical home schools for youth that are patronized from the Sunny South to the Golden Gate.

Half of the New England institutions for higher learning are within fifty miles of Boston, including the largest and the oldest of her colleges and universities. There are thousands of collegians who can "commute" during the meeting of the Department of Superintendence.

The meeting in Dallas this year was a Texas meeting and the badge was a "Lone-Star" suggestion. So the meeting in Boston will be a New England meeting. New England is in the Boston atmosphere more completely than is any other section of the Union in the local atmosphere of any one city. No New England city challenges the supremacy of Boston, as Pittsburgh challenges Philadelphia; Los Angeles, San Francisco; Spokane, Seattle; Buffalo, Rochester; and Syracuse, New York City. There is no anti-Boston sentiment in New England, and Boston plays no favorites within the six states. The meeting of the Department of Superintendence in Boston will be a New England affair, and each state has a personality in the educational arch with Boston as the keystone.

Massachusetts has the broadest, most inclusive State Department of Education ever dreamed of anywhere in the Old World or the New.

Payson Smith, State Commissioner of Education, has thirty-two thousand men and women on the payroll of the State Department of Education, and he has a commanding official influence over more public state interests than any other public school man has ever had. He is not "ex-officio" anywhere because he is "It" in capital letters wherever he functions in the Bay State.

There are in New England in the neighborhood of a thousand towns and other places that have less population than Dr. Payson Smith has on the payroll of the State Department of Education.

Were we inclined to list the opportunities and responsibilities of the State Commissioner of Education of Massachusetts it would require a special issue of the Journal of Education. We touch lightly upon one feature of the functioning, the Americanization work, which is a full-fledged department with offices and officers, all as closely organized and as skilfully supervised as are the public schools of any city. The past winter there were thirty thousand earnest and devoted adult students faithfully learning how to be American citizens and the best of American citizens. The size and significance of these classes can be appreciated when we call attention to the fact that there are nine states that have no city with as large a population as are in these Americanization classes in Massachusetts. These classes are not illiterates but are men and women learning to be better Americans.

Those who will come to the meeting of the Department of Superintendence, February 25 to March 1, 1928, should "know New England."

New-Old New England

By ANSON W. BELDING
Associate Editor

THE Journal of Education is honored in being able to present with this issue so shining a company of contributors.

This magazine feels a lively interest in the success of the big event which is to occur in Boston next February. The Journal is a Boston institution. During the fifty-odd years of its publication it has striven to radiate, not only the beacon light generated from this citadel of learning, but to catch and send forth again throughout the world the lights that gleamed from other sources.

Dr. Winship's associates on the editorial staff are not unmindful of the splendid compliments paid him by several contributors in this issue. He would perhaps wish us to delete some of these kind words, but we believe they are sincere and well-deserved. Hence we print them. If President Blair wishes to refer to the affair of next February as a "Winship-Boston Tea Party," we print the appellation with justifiable pride in the admiration and affection given to our leader.

The present issue of the Journal of Education is believed to be the largest in its history. This magazine is keeping its old friends and making new ones—both readers and advertisers. More thought and enthusiasm are being put into the making of this "Magazine of the Leaders" than ever before. The fact is being recognized.

The character of Boston has changed with the years. But there is something about it, something of character and culture, of old associations, a seasoned richness, which abides. It is the atmosphere of Boston; an atmosphere which pervades all New England, and gently distills itself throughout the nation. Be assured that when you come to visit Boston it will still be Boston. But it will not be "Boston still."

If it were not for the implication that Boston and New England have been asleep, I should remark that they are awakening. A new self-consciousness, I might more truthfully say, is developing. Conditions which in the recent past had caused pessimism in the hearts of New Englanders are commencing to be seen in a different light. This region has been going through a period which any other community, established an equal number of years, is almost certain to experience. The rugged climate and rocky soil of New England has always been a challenge to human endeavor. If gloomy thoughts crept in; if some sort of inferiority complex was created from a too ready acquiescence in the superior claims of other parts of the country—that day is quickly departing. New England folks are taking account of stock, and are preparing to go forward on the basis of clearly ascertained facts and in the direction of their proper aspirations.

New England climate has frequently been held up to ridicule. In the laughter we ourselves have joined. It would be pitiful if we ever reached a point where we were blind to the oddities of our weather. But as other parts of the world are successively confronted with cataclysmic situations occasioned by Nature's acts, this region does not look so bad even from a meteorological standpoint. Nobody can chart in advance what our weather is going to be. But we can almost always count upon any period of extreme heat or cold being brief. We have our share of delightful weather, with no scheduled rainy season or dry season, no stated time of torrid heat or Arctic cold. The very variations of our climate make for enlivenment and vigor of mind and body.

Industrially we have sustained some losses in the removal of plants. On the other hand, new industries have been springing up and on the whole there has been a consistent gain. Today there is concerted and effective effort to discover what our handicaps are and to overcome them. Many who formerly looked for other fields of effort are deciding to remain here. Even our farms are proving once more attractive, not only to the summer resident but to the year-round farmer. Greater use than ever before is being made of the advantages offered by our nearness to the sea. Our commerce is expanding. It has always been a big part of our community life. It is growing healthily and rapidly.

We have the accumulated capital; the plentiful supply of skilled labor and organizing ability; the habits of industry and thrift; the enterprise and faith—and today we recognize our assets as not before for years. Those who are coming to New England and its metropolis of Boston—as I hope every one of you will do—should be apprised of these truths. New England has not become boastful, but it refuses most emphatically to accept the stigma contained in the epithet, "the effete East." New England has contributed and is contributing now and will continue to contribute stupendously important factors in the life of America and the world.

Boston, the Bay State and New England Invite You

Governor Fuller, Mayor Nichols, Commissioner Payson Smith, Superintendent Burke and Other Eminent Educators Bid Welcome to Department of Superintendence.

Massachusetts Eagerly Awaits This Conference

By His Excellency, ALVAN T. FULLER
Governor of the Commonwealth

The Commonwealth of Massachusetts, rich in her own educational traditions and efficient in her achievements in modern education, looks forward to the opportunity of greeting the leaders of public education of this country when they assemble in Boston next February. The many thousand delegates to this convention will find here a cordial welcome, and will, I am sure, bring to us fresh inspiration for our work in the education of our children.

Boston's Cordiality Sincere

By JEREMIAH E. BURKE
Boston Superintendent

THE word "Boston" connotes hospitality, patriotism, and learning—three qualities for which this historic city is noticeably pre-eminent.

It is true that in dispensing hospitality Boston is not boisterously demonstrative. Her greeting, rather, is that of the gracious hostess in a home of refinement and culture. The guest senses the warmth of his welcome in an atmosphere of unaffected cordiality. In her greetings to the stranger Boston expresses the sentiment inscribed upon the gates of the beautiful Italian city, "Her hearts as well as her gates Sienna opens unto you."

Here first upon American soil were sown the seeds of civil liberty; and throughout all her years Boston has been the steadfast and uncompromising champion of human rights, equality, toleration, and peace to men of good will. Her soil is hallowed. Her altars are inviolate. Boston Common, Dorchester Heights, Bunker Hill, the Old South Church, Faneuil Hall; memorials to Otis, Adams, Hancock, Franklin, and Joseph Warren—one stands appalled at the wealth of her traditions and the grandeur of her achievements. No one can commune at her shrines or breathe the air of her hillsides and her shores, without becoming and remaining a devotee of freedom.

And what shall we say of her love for learning.

Boston was founded in 1630. Five years later the Boston Public Latin School was established; *adhuc manet!* And in all the intervening years Boston has continued to be the patroness of learning and the handmaiden of the arts. Primary and secondary schools, both public and private, colleges, universities, and technical institution, provide unlimited, diversified educational opportunities for adults as well as for children and youths. Building upon the sound convictions of the fathers, the sons have reared an educational superstructure which harmoniously reflects past and present experiences and philosophies.

In an especial degree Boston will welcome the school folk of America. She loves them, one and all, because they embody her lofty idealism. Many of them are her own children who here dedicated themselves to unselfish service and then went forth throughout the length and breadth of our beloved republic to become pioneers and leaders in the cause of education and democracy.

This State a Laboratory of Progress

By PAYSON SMITH

Massachusetts Commissioner of Education

THE decision of President Gwinn and his executive committee to hold the next meeting of the Department of Superintendence in Boston is deeply significant to the educational interests of Massachusetts. The convention will be notable because, for the first time in the history of the Department, the members of it will meet in New England, where are to be found the origins of our American school system. It is certain that the meeting cannot fail to be highly historic in character.

The members of the Department will find in Massachusetts, however, schools that are not relying upon their past achievements. Here they will have opportunity to observe a state which may well be regarded as a real laboratory in which educational demonstrations of far-reaching importance are being made. They will find that the people of Massachusetts are maintaining their well established traditions. They will find here a school system that is confident of playing its full part in the creation and development of better schools for the children of all the people.

But Massachusetts will receive from this convention more than it can hope to contribute to it. The program, representing every phase of current educational discussion, will stimulate both lay and professional interest. Men and women now influential in moulding the policies of the schools of America, assembling here in great numbers, cannot fail to make a permanent and beneficial impress on our state.

Teachers Extend Best Wishes

By ANNIE CARLETON WOODWARD

President, Massachusetts Teachers' Federation

ON BEHALF of the Massachusetts Teachers' Federation, 17,000 teachers rejoice that we can welcome the Superintendence Department of the National Education Association to Boston.

We are glad that you are coming to our capital city! One gains by attending such meetings, a broad mental outlook, confidence in achievement, and an appreciation of ever lifting ideals.

We feel that there is much outside of the Convention, to make your trip to Boston worth while. When opportunity offers itself we would welcome your interest in our schools sufficient for you to visit them while in session and enjoy with us our work.

Around Boston as a centre, are many places of learning with their wealth of tradition, famous for their educational standing. Connected with them are noted chapels, "yards," museums, libraries. These bring one close to the lives of noted Americans, such as Longfellow, Eliot, Agassiz, Everett, Channing, Emerson, Holmes, Lowell.

Historically Boston and its vicinity is the pride of our nation. It has Beacon Hill, the most celebrated park in the United States, Boston Common, which was laid out for a "training field, and for the feeding of cattle," old Granary Burying Ground, where were laid three signers of the Declaration of Independence, the victims of the Boston Massacre, and—

Paul Revere, the Old State House located in the heart of colonial Boston, and the scene of the stirring events where, as you remember,

"Convention did in State House meet,
And when it wouldn't hold 'em
They all went down to Federal street,
And there the truth was told 'em."

Also there is the ancient and famous Faneuil Hall, built in 1762, now filled with the echoes of oratory of Revolutionary heroes and subsequent builders of our nation. Plymouth, Concord and Lexington, only a stone's throw away, are rich in historic sites worthy of your notice.

Boston is a great music and art centre. With Symphony Hall, widely known for the concerts of the Boston Symphony Orchestra, the Opera House, New England Conservatory of Music, Mrs. Gardner's Palace, rich with its rare collections of Italian art, the Museum of Fine Arts, with its magnificent collections, are important factors in the intellectual life of the city.

"Artists may produce excellent designs, but they will avail little, unless the taste of the public is sufficiently cultivated to appreciate them."

When you seek the beginnings of the American Public School you may find them in the compact made in the Mayflower when the Pilgrim Fathers decided among themselves that there should be peaceful co-operation for righteousness, and freedom to all to learn the basic principles upon which our nation now stands. Later, Horace Mann said: "The common school is the greatest discovery ever made by man."

No one can think of Boston and the American common school system without deeply appreciating the good work accomplished by our Dr. Winship, as he has traveled and lectured in every state in the nation. Truly, we are bound by a golden chain of respect and gratitude to this prophet among educators. Education has become a cause. Truth and the working materials of education are universal.

Massachusetts teachers are honored! No greater privilege could come to them than the chance to welcome the educators of our nation to Boston. It is our earnest wish that each day of your visit be filled with profit and with pleasure.

New Hampshire's Message

By E. W. BUTTERFIELD
New Hampshire Commissioner of Education

NEW HAMPSHIRE is a land of contrasts.

From its rocky headlands and broad beaches, one can drive in three hours to the loftiest mountains in the Northeast. It divides with Vermont the alluvial meadows of the Connecticut Valley, and from the warm pine land of the Massachusetts border to the great spruce forests of imperial Maine, its one thousand lakes mirror moving clouds and steadfast hills.

It contrasts the old and the new. Dover and Portsmouth, both older than Boston, have celebrated their third centennial of official life while Berlin, the great paper town, might well be mistaken for a prosperous city of sudden growth in Idaho or Oregon.

It still follows as its leaders its Wentworths, Weares, Hopkinses and Starks. It has farmsteads which have known white masters of but a single name and where today the tenth generation of Tuttles or Roberts live, and side by side with these colonists it has its thousands whose fathers lived and died in historic lands beyond the sea.

On the one hand, it is a busy manufacturing and commercial state, with highly industrialized cities, villages and hamlets, and, on the other hand, it is a state from which general agriculture is disappearing as lakes, shores, mountain pastures, highland cottages and stately colonial farmhouses are becoming centres of recreation and country life for city dwellers and for those who seek for at least a part of the year life in the great out of doors.

The schools, too, register a contrast. Few states tax themselves so generously and gladly for public schools as New Hampshire, and yet it has a larger proportion of its elementary children in private and parochial schools than any other state.

There is another contrast. In no other state is the ideal of local initiative and control stronger. We have over four hundred representatives in our lower legislative house. We have no county or state tax for the general encouragement or support of public schools. We decide all local matters, after argument, by votes counted in town meeting or in school meeting, for we even separate these two divisions of administration, but in spite of this decentralization we have a school system more highly centralized than in any other New England State, except Rhode Island. The State Board of Education is given this power: It "shall have the same powers of management, supervision and direction over all public schools in the state as the directors of a business corporation have over its business, except as other-

wise limited by law." The Commissioner of Education is given indefinite tenure. All school supervision is by competent superintendents employed by the state but in their behavior amenable to the school boards of the several districts. The State Board certifies all teachers, approves all public schools, distributes financial aid to impoverished communities and enforces the school laws.

Every superintendent is a college graduate, an experienced teacher and an active student of modern education. By law he nominates all teachers and personally supervises their work. Competent and continuous service is secured for the rural districts by adequate salaries.

This year, as last year, every school in the state will be open for at least thirty-six weeks and every child, not only those of the villages and cities but those in remote mountain homes, will have open for him, with transportation if it is necessary, a standard school.

The minimum preparation for all new teachers is a full normal school course of two years, and all vacancies in city, village and one-room rural schools are filled with normal school graduates. The state has two normal schools and these have quadrupled in enrollment in the last decade. They give two, three and four-year curricula and are rapidly approaching the time when they can prepare all teachers, secondary as well as elementary, needed for the New Hampshire schools.

There is one other contrast. Upon most subjects New Hampshire people fail to agree—taxation, highway development, politics, religion, all of these are subjects of spirited controversy—but for the public schools there exists an era of good feeling. For four years in our legislature no bill has been introduced and no proposal considered which would cripple our schools or change in any major way their operation.

New Hampshire's capital city and the White Mountains, most beautiful of all in February, are but two or four hours from Boston as the Alouette flies and New Hampshire welcomes the Department of Superintendences as it visits New England.

Educational High Spots in Vermont

By CLARENCE H. DEMPSEY
Vermont Commissioner of Education

THE educational program of Vermont is grouped around eight principal aims. These are listed below, and under each one is given a statement of outstanding achievements and movements within the last five years.

1. Prompt effective performance of duties devolving upon the State Department of Education.

Central office work is simply and effectively organized. It includes the ordinary administrative routine duties; a carefully worked out system of records of teachers' certification, training, service and efficiency; a registration bureau for assistance of school officials and teachers in filling vacancies through which state-wide service is rendered without fees to either party; a newly revised state system of certification for all classes of superintendents and teachers; two expert deputy commissioners and three highly-trained, efficient, state-helping teachers whose entire time is devoted to field service in administrative and instructional matters; a free public library department, including "book-wagon" service, that aids libraries, schools and individuals throughout the state.

2. Promotion in every possible way of employment of well-trained, competent teachers in all schools of the state.

Teacher training was placed on a standard basis in 1922. Since that time the annual enrollment of normal students has increased in numbers from 330 to over 500. The number of trained teachers in service as well as the amount and value of their training has increased within five years several hundred per cent. High school teachers are distinctly better trained and equipped than was the case five years ago. The state registration bureau and other agencies and institutions are readily supplying excellent teachers. The teachers' certification system has been revised to make it a strong force in promoting higher efficiency.

3. Improvement of teachers in service.

A six-weeks' summer school course is practically required under certification regulations once in five years. This means keeping the teaching profession alive and growing. Many teachers do much more than the minimum requirements. Growth and study are greatly stimulated by conventions, meetings, certification, ratings of "Standard" schools and a prevailing professional interest. Teachers' salaries have increased substantially since 1920, and in most instances on a merit basis.

4. Improvement—"Standardization"—of all rural and town schools in Vermont.

A steady campaign has been conducted since 1921. Then there was no "standard" school in the state. On January 1, 1927, there were 162 "Standard" and 80 "Superior" schools—mostly rural buildings. As many others, or even more, have been thoroughly overhauled and made substantially satisfactory. A number of rural towns have gone over the top by standardizing every school. A standard school must be satisfactory in building, grounds, equipment, teacher, pupils' work, patrons and community spirit and co-operation. Cities, towns and rural districts are engaged in such programs.

Within the last five-year period new and modern school buildings have been built or are being erected in over thirty towns and cities. All courses of study for elementary and rural schools were revised in 1921 and 1922.

5. Improvement of secondary schools, both public and private.

Some ten years ago high schools began to be re-organized on the "junior high school" basis. The movement has grown steadily until at present the large majority of high schools are so organized. All courses of study were revised between 1922 and 1924. Substantial state aid is granted for such schools. Requirements for accrediting have been raised with regard to training of teachers, courses of study given, programs offered and standards maintained.

6. Adaptation of education both to welfare of children and to conditions and needs of the state.

This is being brought about through:—

1. The content of courses of study.
2. Emphasis on individual instruction.
3. Improvement of teaching.
4. Standardization of schools.
5. Utilization of state and local resources and information.
6. Increase in child study.

7. Extension of educational opportunities to adults and to youths whose special needs are not well met by regular school work.

An organization of patrons, school officials and teachers has been working for removal of illiteracy since 1925. The percentage of illiteracy, already low, is being steadily reduced.

High school students vocationally inclined may in many schools receive competent instruction in agricultural, industrial, commercial and home economics lines.

Two efficient vocational secondary schools and one state agricultural school are successfully operating in the state.

The colleges and universities of the state have strong vocational as well as cultural courses.

A number of extension courses has been given in various communities of the state—taught by college professors.

The Free Public Library department has been rendering excellent service for many years.

8. Development of local public support, interest, initiative, and responsibility.

Many remarkable examples of community activity in behalf of improvement of schools could be cited. Substantial private subscriptions have been made; generous donations have helped along the work; public interest has been characteristically shown in town meetings by cheerfully voting increased taxation. The Legislature in 1925 and 1927 passed distinctly constructive acts; not only financial but also personal support of schools is decidedly strong.

Connecticut Marches Forward

By A. B. MEREDITH
Connecticut Commissioner of Education

ONE of the outstanding needs of the present is for an alert and professional department of education in every state of the Union. A most important field of scientific inquiry with respect to educational organization in the next decade, it is believed, lies in the determination of the state's position. A sound state organization will prove to be the key to the solution of many of the problems of the state's administrative subdivisions, as well as an effective determinant of the educational policy of the federal government. Especially is this true of educational finance.

Connecticut, it would seem, offers, among other contributions, a state organization closely approaching the consensus of present expert opinion as to the "set-up" for such an office of leadership. Its Board is of nine appointive and two ex-officio members, with long and overlapping terms, unsalaried, appointed by the Governor; and, while one is named for each county, in view of the educational insignificance of the county in this state, the provision resembles that of appointment at large. The Board appoints, fixes the salary and determines the tenure of its chief administrative officer, the Commissioner of Education, who also serves as Secretary of the Board. The administrative staff of the Board is organized into twelve divisions, some of which have

subordinate bureaus. Each division has a director responsible to the Commissioner of Education. From this brief description it will be apparent that the Connecticut organization at least closely approaches the as yet uncrystallized standards of students of this field.

The functions of the State Board of Education may be classified under five heads; namely, administration, supervision, instruction, research and publicity. Brief as it must necessarily be, the following outline describes the major assignments under the divisional organization and presents points of special emphasis:—

I. Research and Surveys.

Study of state and local educational problems.
Information and statistical service.
Recent emphasis:—
(a) Financing education in Connecticut.
(b) Objective examinations in high schools in co-operation with high school principals.

II. Teacher Preparation.

Direction and co-ordination of four state normal schools and an extension summer normal school.
Teacher certification and evaluation of academic credentials.
Recent emphasis:—
(a) Reorganization of teacher preparation agencies, curricula and courses of study, in co-ordination with courses of study for the elementary schools.
(b) $2.000,000 to plant improvement in ten years.

III. Vocational Education.

Direction of eleven state trade schools in strategic industrial centres, and twenty-nine classes for vocational agriculture and home economics.
Recent emphasis:—
(a) Two new trade schools centres in process of development.
(b) Foremen's conferences.

IV. Secondary Education.

General supervision of intermediate and senior high schools.
Recent emphasis:—
(a) The development of interest in and application of objective examinations.
(b) Stimulation of instructional supervision by principals.

V. Elementary Education.

General supervision of elementary schools in urban or non-rural centres.
Recent emphasis:—
(a) Stimulation of classroom supervision by principals.

VI. Rural Education.

Direct supervision of schools in ninety-five small towns, through state agents appointed upon request by the State Board of Education and responsible to town school committees.
Recent emphasis:—
(a) Reorganization of supervision units and the development of primary supervision through specialists.
(b) Promotion of the study and practice of skilful supervision through visitation and the teacher conference.

VII. Adult Education.

General supervision of evening schools and classes for non-English-speaking adults and promotion of Americanization activities.

VIII. Special Education and Standards.

General supervision of the education of exceptional children.
Supervision of schools in child-caring institutions.
Recent emphasis:—
(a) Educational preparation of backward children for early transition from school to industry, and some supervision while at work.

IX. Health and Physical Education.

General supervision of activities in the field of health and physical education.
Recent emphasis:—
(a) Preparation of courses of study in health education and physical education for elementary, high and normal schools.

X. Attendance and Employment.

Enforcement of school attendance and child employment laws through eight special agents and sub-offices.
Inspection of school buildings, and service in planning.
Recent emphasis:—
(a) Complete state-wide check-up on the enumeration of school children and school buildings.

While Connecticut is still supporting and administering its complete educational program largely upon the local-unit basis, in certain respects it has moved over to a direct state functioning in these respects. As major evidences of the latter tendency it will be observed that the state through its Board of Education directly administers and supports vocational education, teacher preparation, attendance and employment service, and rural school supervision. It thus comes about that a large part of the work of the state departmental organization is to directly administer certain phases of public education. On the other side this office is primarily concerned

with a purely service relationship to local school systems. Without neglecting the administrative function, the staff is constantly alert to magnify and make most effective its service or general supervisory function. The research and publicity functions are intimately related to both of these phases of effort and in many ways are the keys to scientific progress.

An Inspiring Occasion for Boston Teachers

By JULIA E. SULLIVAN

Former President, Department of Classroom Teachers, National Education Association

BOSTON has been thrice honored during the last quarter of a century in being chosen as the convention city for the National Education Association, and her teachers are looking forward to the meeting of the Department of Superintendence and its allied organizations in our city in February next. While this is primarily a meeting for the administrators of the school systems throughout our country, the benefits accruing are shared by all in the teaching service.

Readers of the Journal of Education have always been kept in close touch with the proceedings of the conventions of the superintendents through the active participation of its editor-in-chief, Dr. Winship, whose attendance at these meetings has been constant almost from the inception of the Department. They know that this meeting will bring to our midst the leading superintendents of schools and other educational executives of the United States. The speakers will be chosen from the ablest representatives of the profession, and all phases of education will be discussed. It is with a feeling akin to exaltation that the classroom teachers of Greater Boston welcome contact with the many noted educators whose contributions to the progress of education have been long known to them through interesting reports, yearbooks and other educational publications. May we be permitted to say that we hope the benefits gained will be reciprocal.

In enumerating the advantages of holding this meeting in Boston attention may be called to the fact that there are few cities which have so many well-administered systems, easily accessible within a radius of fifty miles. Of course we never lose sight of the historic advantages of Boston, with its many landmarks of Revolutionary fame, as a convention city of any patriotic group of people.

It may not be amiss at this time to refer to some of the objectives of the Department of Classroom Teachers, of the National Education Association. The superintendents of the country have long been familiar with these aims through the columns of the N. E. A. Journal and through the regional conferences held in many sections of the country by the department officers. We can say, without fear of contradiction, that in Boston many of these objectives have long been attained, others are approximating success.

Sabbatical leave, not only for professional study but for rest, and also leave of absence for a period of three days for attendance at educational meetings have been enjoyed for a score of years; a practical teacher tenure, teacher rating, both for service rating and promotion in service; published lists of candidates elegible for service in our schools; a school of education which by legislative enactment has had conferred upon its officers the power to grant both the bachelor and the master degrees in education, to those desiring to enter our service and to those teachers in the service aspiring for higher rank, thus providing for teacher preparation and for teacher growth in service.

In the matter of teacher participation in problems of administration Boston is a leading exponent. As a convincing illustration one has only to be reminded of the recent essentially democratic action of our superintendent, Dr. Burke, in inviting a council of classroom teachers, representative of all grades, to prepare a survey of the school system from their point of view. This survey was given verbatim in the superintendent's report under date of October, 1925. For many years teachers have participated by membership in councils, reviewing and recommending textbooks, and in revising the various curricula, and freedom from classroom service has been granted teachers while engaged in these administrative or quasi-administrative duties. Visiting educators might with profit make a study of the retirement system enjoyed by Boston teachers.

The classroom teacher has always been a promoter of measures for the advancement of child welfare. Boston has responded nobly in its provisions for the education of all types of children, providing equal educational opportunities for all groups. It maintains a school for the deaf, lip-reading classes, special classes for defectives in vision and speech, and for those retarded mentally, as well as rapid advance-

(Continued on Page 632)

Why They Come to Boston

For Two Good Reasons

By J. M. GWINN

President, Department of Superintendence

WHY are we coming to Boston for the 1928 meeting of the Department of Superintendence? For two good reasons; we were invited; we wanted to come.

The invitation was so cordial and so insistent and from a united New England as well as from those who represent government, education and business in Massachusetts and Boston. Governor, State Commissioner of Education, Mayor, Chamber of Commerce, City Superintendent of Schools, with the educational leaders from all the other New England states made us feel that we were really wanted. The cordiality and warmth of the invitation were compelling. You said you were ready for us with satisfactory and ample places for meetings and exhibits, with adequate hotel accommodations for so great a convention and best of all you yourselves were ready to gratify a long cherished desire of being our hosts. You were also kind enough to say in a convincing way that educationally you needed to have us with you.

We wanted to come because of that inborn urge to return to the place of one's birth. Boston! Massachusetts! New England! What a trinity of natal places for things educational in America! We wanted to come not alone to the place of our educational birth but to the place of our national birth—to Plymouth, Bunker Hill, Faneuil Hall, Lexington, and all the rest.

We wanted to come that you might show and tell us what you were doing in things educational and that we might tell you what we have achieved in the schools beyond the Hudson, beyond the Mississippi, in the Golden West and down in Dixie Land. Your story and ours will be alike in many respects, but different in others. The National Education Association feels the need for the co-operation and support of the colleges and universities. We are coming in the hope that many of these great institutions may be interested to talk things over with us. We want their criticisms. The colleges and the high schools can have no real conflicts. We come believing that it is good for brethren to sit at a common council table. We hope you won't object, as I know we shall not if some sparks fly when honest ideas clash.

We are coming, Father Boston, fifteen, yes possibly twenty thousand strong.

Winship-Boston Tea Party

By F. G. BLAIR

President, National Education Association

BEFORE I proceed to tell just how glad I think the N. E. A. is, I want to change somewhat the composition of the heading of this article. I want to put it "Why the N. E. A. is glad that the Department of Superintendence is going to meet with Dr. Winship in Boston." Dr. Winship is the dynamic, omnipresent embodiment of both the N. E. A. and the Department of Superintendence. He has gone into every part of the country. He has raised his voice on the mountain top and in the valley for every educational enterprise that needed help. How fine it is that the oldest, the largest, and most favored son of the N. E. A., the Department of Superintendene, should make a visit of respect to Dr. Winship next February in the historic city of Boston. There may be other reasons why the Department of Superintendence should be congratulated upon meeting in Boston, but I do not at the present time care to go into them.

The National Education Association extends its congratulations and best wishes to the Department of Superintendence upon the assured success of its great Winship-Boston Tea Party.

Boston Adequately Equipped

By FRANK W. BALLOU

Former President, Department of Superintendence

THE winter meeting of the Department of Superintendence of the National Education Association has come to be one of the largest of American conventions. It is a great gathering of school people who come together to discuss serious educational problems and who hope to take home worthwhile information and inspiration.

The physical requirements for the entertainment of the school superintendents are not easy to meet. The superintendents believe, however, that they will be adequately met in Boston.

The first problem is that of housing. No one knows the exact number of people who are attracted to the city where the superintendents are in session, since many do not register. This is true especially among those representing commercial interests or seeking to promote some enterprise in which it is hoped to enlist the support of the schools. Various authorities have estimated the attendance in recent years at from ten thousand to fifteen thousand per-

sons. The Washington Convention Bureau reported that about seven thousand hotel sleeping rooms were reserved for the 1926 meeting. It is said that four thousand hotel rooms have been reserved for the Boston meeting before the middle of May, at which time the managers of ten hotels reported that they were booked to capacity.

Several thousand new hotel rooms have been constructed recently in Boston. The Statler with thirteen hundred rooms and complete modern equipment was opened to the public in March. The beautiful new Parker House, opened May 12, has eight hundred rooms. It occupies the site of the old hotel of the same name. The Hotel Ritz to be ready soon will provide luxurious accommodations for its guests. A fine group of new modern hotels such as the Kenmore and Fensgate are located near the intersection of Commonwealth Avenue and Beacon Streets. Altogether, over fifty hotels are officially listed by the Boston Chamber of Commerce.

Several recent presidents of the Department of Superintendence cast longing eyes in the direction of Boston, but it seemed wise to postpone the selection of this city until its new hotels were completed. Even with thirteen thousand rooms listed in the hotel directory, it is now certain that the hotel facilities of Boston will be taxed to the limit during the last week of February, 1928.

The second requirement for the winter meeting is an adequate meeting place conveniently located, with ample exhibit space immediately adjacent thereto. If the Cleveland Public Hall with its twelve thousand seats and the Dallas Exhibit Building with its ninety thousand square feet of space could be placed side by side, ideal accommodations would be afforded. Nowhere is this combination to be found. The Mechanics Building in Boston offers combined facilities for general sessions and exhibits far above the average. For convenience of circulation and access it is unsurpassed.

The third item to be taken into account in organizing our convention is the great number of subsidiary meetings and events for which provision must be made. At Dallas, meeting halls had to be provided for sixteen discussion groups on Monday afternoon, for nine administrative sections on Tuesday afternoon, as well as for the fourteen allied departments and organizations which have been formally invited to participate in the winter meeting. Nor were these all, for many other groups of educators take occasion to arrange programs without the formality of an invitation. Moreover, the number of breakfasts, luncheons, and dinners has grown enormously. One goes from a state

THE IROQUOIS ARITHMETICS

FOR SCHOOL AND LIFE

By

DeGROAT — FIRMAN — SMITH

Some of the features which make the IROQUOIS ARITHMETICS

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breakfast to a Rotary luncheon, and then to a college dinner. Boston has many hotels with fine dining rooms and an abundance of small meeting places where these activities can be well accommodated.

It is clear that Boston is adequately prepared with hotels, meeting places, and exhibit space to entertain the Department of Superintendence. While the physical requirements for entertaining the Department of Superintendence are important, nevertheless the educational aspects of the meeting are of more importance. Already Boston, Greater Boston, Massachusetts, and all of New England are combining to make this meeting an outstanding success.

Living exhibits of school activities are to be organized by the school authorities of Greater Boston. Through these demonstrations many selected teachers and pupils will give to visitors in a definite way, a glimpse of the best that is being done in the schools. New England has much to offer in the way of exhibits to show the historical development and evolution of education, as well as in its present splendid school activities. Plans are under way to take full advantage of what is offered. Since no meeting of the Department of Superintendence has been held in Boston since 1893, the present generation of school superintendents will for the first time see first-hand New England's schools and colleges in action.

Of major consideration is the availability of program material. Many of the finest features of recent meetings were characteristic of the convention city. The wonderful Cincinnati chorus, the Army, Navy, and Marine Bands at Washington, and the chorus from the Booker T. Washington High School at Dallas could not have been duplicated elsewhere. Past presidents understand also the difficulty of securing speakers who are able to maintain the high standards which have been set at former meetings. The demand is always for new voices with outstanding messages. Of such there are only a few, and they are usually reluctant to leave their regular duties very long for the purpose of making addresses. A president carefully seeks program material in the vicinity of his convention city. New England has a host of men and women who are making outstanding contributions such as school people wish to be informed about. No doubt this fact had great influence with the executive committee in naming Boston for 1928.

Some time ago the executive committee decided that the Department of Superintendence had a responsibility for bringing the winter meeting to various sections of the country so that those who work for smaller salaries may occasionally have the inspiration of one of these national gatherings. Pursuant to this policy Cleveland, Chicago, Cincinnati, Washington, Dallas, and now Boston have been selected. Wherever the Department has met it has left behind new friends of education and old friends inspired to greater usefulness. This is one of the reasons for selecting Boston.

Finally, it is for the good of the Department that all of its members should be given opportunity of adding to their knowledge of our common country and of understanding better the traditions and the hopes which control the lives and actions of our people and their educational leaders wherever they may be found. By attending recent conventions of the Department of Superintendence one has not only been able to listen to the leaders of thought in America, but also to develop an appreciation of widely separated localities which will make him a better leader of his own community and its children.

The superintendents will appreciate the opportunity and privilege of visiting those patriotic shrines in Boston and the vicinity which the meeting in Boston makes possible. A visit to those places of historic interest cannot fail to stir the patriotism and to increase the devotion of school men and women to the interests of public education which are paramount in a democracy. The superintendents of the nation anticipate with pleasure the meeting of the Department of Superintendence in 1928 in Boston.

Because Boston Is Boston

By RANDALL J. CONDON
Former President, National Education Association

FIRST: Because it is the next step in the development of the four-year program which was adopted by the executive committee when they decided to hold the 1927 meeting at Dallas, viz., the adoption of a schedule of meetings covering a four-year period; one to be held in the Southwest, one in the Northeast, one in the Middle West, and one in the West.

Second: Because of all the northeastern cities, the superintendents of the nation will be most glad to come to Boston, because it is Boston. The city and its historic associations will mean much for many superintendents who have never been there, and will revive happy memories for those who have. For myself, I shall be glad to come back to Boston in 1928; for my first meeting with the Department was there in 1893—thirty-five years ago; and the memory of Oliver Wendell Holmes when he addressed the superintendents as "Teacher of Teachers" is still a very vivid one. That meeting marked for me a distinct advance in my conception of the work of a superintendent, and left an

influence which still abides. And I am equally certain that the meeting in Boston in 1928 will mean much to many other superintendents.

Third: We are glad to come because it is the first time in thirty-five years that the meeting has been held in New England, the section of our common country toward which we turn our thoughts as the beginning of many things.

Fourth: As we were glad to go into the great Southwest to gain for ourselves a new note of inspiration and to bring inspiration to many of the younger superintendents of that section, who had never had an opportunity to attend one of the great meetings of the Department, so we are glad to come to Boston to renew our own faith, and to make it possible for many of the younger superintendents of New England and of the Northeastern section to come under the inspiring influence of the national meeting.

Fifth: Because here are Faneuil Hall, the Old North Church, the Old State House, the Old South Meeting House, Bunker Hill, Concord, Lexington and Plymouth. We want to revisit these historic spots and read the inscriptions that tell of the deeds of our fathers. We want to see the old Constitution at the Charlestown Navy Yard, and the house of Paul Revere. We want to stand with uncovered heads before the statue of Horace Mann, and to look on the monuments of the patriots in the Old Burying Ground. We want to visit the church where Phillips Brooks preached, and the First Church of Boston founded in 1630, with its wonderful memorial inscriptions. We want to visit the house at Lexington where the first Normal School in America was established. And we want to visit, too, Harvard and Yale, Brown and Dartmouth; the Institute of Technology, Boston University, Simmons College, Wellesley and Smith, and most of all Mount Holyoke, that we may feel the spirit of Mary Lyon as we stand before her monument in the midst of the college that she founded.

Sixth: We want to ride across New England with its snow-covered hills, and with the smoke curling up from the wood fires in the happy homes of its countryside, the well-kept white houses with their green shutters. We want to feel the warm-hearted welcome and the hospitality of Boston, and of all New England, that may be a bit more reserved, but that is just as genuine and as gracious as that which we experienced in such a large measure at Dallas.

Seventh: We are glad to come to Boston, because Payson Smith is State Commissioner of Education for Massachusetts and because "Jerry" Burke is Superintendent of the city in which we shall meet! And because that assures us that all the resources of the state and city will be made available for a great meeting.

Eighth: Because many fine speakers and musical organizations are immediately available for the great program which President Gwinn will be able to build for the meeting.

Ninth: We are glad to come, too, not alone for what we shall receive, but for what we may bring to New England; not only to gain inspiration from the great education institutions of New England and the fine schools of Boston and its suburbs; but to bring something of the life and spirit, the freedom and the daring of the Great West and the new-born South. We come to share, to give, and to receive—that the schools of the nation may be made better from our coming.

Finally: We are glad to come to Boston, because Boston belongs to all of us. We are

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coming home! and we shall be made to feel at home from the time we enter the gates of the city until we leave; and in leaving we shall take with us the memories of the happy days we have spent in the old town by the sea, with its narrow and crooked streets, with its quaint old buildings and with its delightful atmosphere of the past; but we shall know, too, that Boston is not living in the past; that it is a great thriving commercial city of today, and that while it cherishes the traditions of an earlier day, it is moving forward to a finer future.

County Superintendents Should Go

By MATTIE DALTON
Superintendent, Fayette County, Kentucky

THERE are several very good and sufficient reasons why county superintendents should go somewhere. The very first benefit comes from hearing telephones ring, and knowing that they ring for someone else; that messages arrive, but for others. The county superintendent is rather a conscientious person; his office force is usually insufficient for his needs; his leisure hours are never free from interruption; he has little time for the planning of his work, unless he gets away from home to think things over.

While attending the sessions of the Department of Superintendence, N. E. A., the county superintendent is free from his usual position of self-defence. He is seldom called upon to "explain"; he becomes the questioner. Those whom he meets are his professional equals and some of them are vastly his superiors. He becomes a learner in a different relation.

From contact with others engaged in the same work, he may get three distinct benefits: Information—a different outlook, a new method, a better plan; inspiration—to plan more wisely, to administer more sanely, to live more joyously; confirmation—a realization that his problems are recognized and his methods are endorsed by those who are considered authority.

Not the least benefit which he gets, is in the change of location. Looking backward three years, county superintendents who have attended their mid-winter meetings have visited Dallas, Washington, Cincinnati. Except for this Association, one would have lacked something of the clarity of vision which came through these meetings. One would have missed the personal contact with folk from every section of the country, and the consequent broadening of one's understanding of varying problems of county supervision. Hundreds saw their nation's capital for the first time when attending the 1926 meeting; hundreds from the East thrilled through the great plains country and experienced the wonderful hospitality of Dallas, Texas, for the first time in their busy lives.

Boston offers its especial inducement to the folk who are not acquainted with New England. It is to be hoped that the beans will be according to tradition; it is certain that the beans will be gratifying--for Boston, also, is a hospitable city. If social tea is not served, we can stand on the rim of the sea, and view the vast cup in which Boston served her guests at the famous tea party. We can follow her winding streets and remember the wabbly calf that is rhymingly stated to have engineered them; we can visit her most sacred shrines, and thereby find a new meaning for our erstwhile drab history and literature. We can learn to know her and her nearer neighbors; with understanding will come that deep affection which we hope to see manifest among our different groups.

The man from Alabama and the lady from Maine met in Cincinnati, mutually condemned the weather, and mutually praised the especial features which Cincinnati provided for their enjoyment; the men from Minnesota, the man from New Mexico, the man from Missouri, the lady from Florida and the lady from Boston have a better opinion of the glory and dignity of our nation, and of the length and quality of our governmental red tape, because of their sight-seeing trips in Washington.

Why should not all the states be represented in the county superintendents' section of the convention to be held in Boston? Let the plainsmen get a thrill from traveling through continuous villages; let the dweller in a rectangular city get lost a time or two in a city which "just grew" two hundred years before his state knew the tread of a white foot. Let him realize that, after all, a thousand folk in any section of the United States are, at heart, just like the thousand he left "back home."

It is a pretty safe bet that if the N. E. A., a hundred and fifty years ago, had been holding its sessions throughout different sections of the North and South the Civil War would have been impossible. Through acquaintance we break down our prejudices; through friendship we learn co-operation; through nation-wide co-operation we shall bring to pass some of the fine dreams we have been spinning.

No matter how much we may read, "seeing is believing"; and our very reading of the problems which confront us will be enriched by acquaintance with the men and women who write for our pleasure and profit.

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Why?

BY NIXON WATERMAN

"Why come to Boston, February, nineteen twenty-eight?"
Oh, there are many reasons if one had the time to state
Just what they are; our many shrines of true historic worth;
Why, here's where nearly everything of any note had birth.
Brown bread, baked beans and bulging brains; here's where they first began,
But waiving all these things aside, in Boston dwells a man
Whom educators, everywhere, north, east, and south and west,
Have heard hold forth on themes worth while, and give them of his best.
For more years than one dares believe he's traveled far more miles,
Dispensing more deep wisdom, sowing more kind thoughts and smiles,
And doing more good generally than any other man
Has ever done, along his lines, since this old world began!
I need not tell you who he is, for everybody knows
In every corner of the land where Dr. Winship goes,
It will be worth a journey from our Nation's farthest ends
To see "our Dr. Winship" here, "at home," among his friends.

Inspiring Occasion

(Continued From Page 625)

ment classes to accelerate the mentally gifted. It has also established hospital classes for convalescent children, continuation schools, Americanization classes, trade schools, practical arts and secretarial schools, and all types of high schools, community centres, playgrounds and other activities for the preparation of a worthy use of the leisure time of our youths, and library classes for the cultivation of a taste for the best in literature.

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Character Chats

By JOSEPH B. EGAN, A. M.

The Fairies Are Not Dead

THE cherry trees are in blossom! The delicate pale pink flowers are clustering on the dark branches like fluttering butterflies. Every one seems awake and atingle with the new life of the new spring. It seems as though the very soul of the tree has burst forth to gladden the earth with a display of the spirit things it has been dreaming and planning all through the cold winter months. Where have these blossoms come from? What do they all mean? Is earth so full of lovely hidden treasure chests that trees and plants may rifle them at will? Why cannot man dig into the black earth at the foot of the cherry tree and find next spring's blossoms ready to be carried off? They are there, we may be sure, but they elude the groping fingers and the dull eyes of the flesh. The treasure chests of the cherry trees cannot be opened except by the magic power of the cherry spirit, just as the treasure chests of the human soul cannot be opened except by the magic power of the human spirit. When a man paints a lovely picture we do not give credit to his brushes; when he carves a noble statue we do not give credit to his sharp chisels; when he writes an inspiring book we do not give credit to his flowing pen; when he does a noble deed we do not give credit to his hands or his feet. Rather we say: "Behold how the spirit of this man takes visible form in the painting or statue, or book or noble deed." Thus does the spirit nature of man flower forth into the world of things. In the same way we must not say of the cherry tree: "It is the roots, or the sap or the branches, that produce the blossoms in the spring." Rather must we say: "It is the spirit in the cherry tree, showing its glory and its beauty in its earth-made garments of petal and leaf." The cherry trees are in blossom. The fairies are not dead. They have come again to gladden our eyes and inspire our spirits with a glimpse of the great beauty that underlies the universe.

The Perfect Gift

THERE was once five men who, on a certain day, gave thanks to God for all his goodness to them.

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Now one of these men was exceedingly rich and he cried out:—

"I thank thee, O God, for the great mansion that I live in, and the beautiful gold in my iron safe," and as he gave thanks a thousand hands reached up out of the world about to drag his wealth from him.

The second man was a powerful person in his community, and he cried out: "I thank thee, O God, because my word is law and thousands leap to obey when I command," and as he spoke five despised men lurked in a shadow of his house to kill him.

The third man was a farmer into whose granary the earth had poured a flood of wheat and corn, and he cried out: "I thank thee, O God, for the fertile acres and the great crops that grow on them," and as he spoke a cloud of locusts darkened the sun above his field and then settled down to devour every living thing upon the earth.

The fourth man was a great painter. His lovely works were a delight to all who looked upon them, and he lifted up his voice and cried out: "I thank thee, O God, for the gift thou hast given me whereby I can paint wonderful pictures," and as he spoke, the colors were gradually fading and the canvas was slowly rotting on each one of his great masterpieces.

But the fifth man bowed down his head and said in an humble voice: "I thank thee, O God, because thou hast given me some one to love and some one to love me," and as he spoke the Lord smiled gently upon him, and an angel near the throne said: "This man gives thanks for the perfect gift, for God is love.

"Riches may be stored up by evil means, power may be abused, the earth's treasures may be the cause of wars, genius may lead to great unhappiness, but love enriches forever. Love transforms the slave into the ruler and makes of the ruler the willing slave. Love ennobles life wherever its beauty touches it.

"Love is God's noblest gift to man."

Closing Gates

ANOTHER school year has reached its end. We stand this minute before a wide-open gate through which we are hurrying to go. Behind us lies the old year, a garden in which each of us has tilled a plot. A glance over our shoulder shows us the wide road into the

past. Beside it are the gardens of men, where they have dug and sowed and reaped in mild and rainy weather. Today we lay down the hoe and the shovel, and gather up instead the seeds of the blossoms we have raised. Our hands are filled with these seeds. Some are seeds of loveliness that will bloom again in a new garden in a new year. Some are seeds of unlovely weeds that will spring up and choke out beauty wherever they are scattered by our hands. As this letter is read the big gates begin to close on the country of last year. We are all crowding to get through in time. Not one can live and stay behind. A dark mysterious hand pulls the gate to with a mightiness no human power can stay. There is, however, one blessed privilege granted to us still. Though our hands are loaded down with the seeds and roots of our last planting we have the right to throw away all that we do not wish to carry through. Not one evil seed, not one habit, not one evil thought, need be planted in the garden that is to be. In this last hour let us look carefully at the seeds we bear. Let us cherish and guard the good and abandon in the past the evil kind. Let us bring nothing into the new year but happiness and smiles, and good cheer, and kindly words, and noble deeds. And now the great gate is nearly closed. Good-bye, old year. Good-bye, forever. Only on the wings of memory can we scale your walls. There! The gate is closed. The school year is done. Let us look forward to our new gardens in the country at our feet.

The Old Apple Tree

SO THE shaggy old purple-barked apple tree is showing his soul again, proving once more that you cannot always judge people by their looks. Who would ever dream that under his shaggy bark dwelt such ethereal loveliness? Standing there on the crown of the hill with his body bent to one side over the old rock fence, and his arms all akimbo, he looks strangely like a ragged old beggar leaning over the road for alms. The last year's robin's nest clutched in the crooked fingers of his old rheumatic arms looks like the cup he holds out to catch the pennies of the world. Well, old fellow, here's a penny for you—a prayer that you may glorify the hillside for many a year to come; that another robin may sing for you and other children come to swing on your limbs and smack happy lips over your juicy fruit. But all this is not what I started to talk about at all. I started to say that the apple tree is in blossom again. I wanted to say that the spirit of the old tree

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has come to the surface of things once more, up from buried roots and through gnarled limbs, out of bent little brown tips to meet the sun, a frail, ethereal loveliness, rooted in the earth but looking up to heaven with understanding eyes.

And that is exactly how the human soul blossoms, no matter where it may chance to grow—all its hopes and dreams and gentle thoughts and kindly wishes bursting forth into fairest blossoming deeds. Born of the earth these blossoms also are rooted in the earth, but somehow they have about them the glory of the Master. But where are the apples of the soul? Ah! They hang over the other side of the wall. All that we can see, day by day, are the blossoms on the boughs, the promises of all good things to come; but there is a summertime on the other side of the hard old wall; a grassy place full of flowers and birds and butterflies and lovely figures going here and there like pale smoke over chimney tops, and there all the trees bear fruit and all the good things that have left the earth spring up again, and all the beautiful things have no beauty hidden by enclosing clay. The other side of the hard old wall—where the blossoms of earth time ripen into fruit in the sunshine of the eternal summer time. Well, old apple tree, you have set me talking about strange things. Good luck to you and your robin's nest and your spirit blossoms and your golden apples that are to be. Someone loved that old hillside a great deal to have set you there. I wonder if someone, also, loved the world about each one of us a great deal to have set us here to glorify it?

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By Your God Shall You Be Known

MANY, many years ago men took chisels of stone and fashioned for themselves gods of wood and rock. These they set up in the temples and worshiped with animals slain in sacrifice and offerings of fruit and grain and all things dear to them. We of the present day cannot understand such things, for we know only too well the impossibility of sticks and stones doing anything even for themselves. Not one of us, on looking at a marble statue in the museum, would ever dream of saying a prayer to it. Whatever it is another human being has made it. If it has beauty it is because some man has thought beauty into it. If it has ugliness it is, again, because some man has thought ugliness into it.

No doubt, you and I look down on the races of men who could worship a stick or a stone. We judge their intelligence by the kind of a god they worshiped. If it is a stuffed pig we shudder; if it is a crocodile we express surprise; if it is a golden calf we feel sorrowful; if it is a great wooden idol with jewels in its eyes we are amused. So far as sticks and stones are concerned we are entirely free from idolatry. And yet by our gods shall we be known as certainly as we know by their gods the primitive races of the past. If, for instance, a person feels that the making of money, even at the expense of his brother, is more important than obeying the laws of the Father, he is worshiping a god of metal; if another, at the expense of his brother, acquires power and influence, he is worshiping a god fashioned of his own ambition; if another takes the property of his brother unlawfully he is worshiping a lawless god of ill-gotten goods; if another permits his bad temper to spoil the happiness of his own life and the lives of those around him he is worshiping a god of exceeding wrath.

Now, there is a law behind all things, girls and boys, and false gods will fail in the great test and bring sorrow and destruction upon their worshipers. On the other hand the one true and living God, served in all humbleness and love, will not fail even though the heavens tremble and the foundations of the earth be moved.

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EDUCATION IN ACTION

Illiteracy Is Costly Problem for America

It may come as a shock to our national pose of smug superiority to learn that one-quarter of our adult population cannot read a newspaper or write a letter, and that out of 35,000,000 population between the ages of five and seventeen, 3,000,000 do not go to school, says "Thrift Magazine." These facts are presented by the United States Chamber of Commerce. Almost a decade ago Secretary Franklin K. Lane estimated that illiteracy was costing the United States $825,000,000 annually. If he were correct, the magazine continues, our illiteracy bill is probably one billion dollars a year today. The Education Department of the State of Minnesota recently issued a bulletin showing that an ordinary school education doubles a child's potential earning powers. "Illiteracy not only represents a great waste of money," it concluded, "but it means a decided lowering of moral standards."

Selection of Commissioner By State Board Favored

The selection of the chief school officer of the state by the State Board of Education is the most satisfactory method, says a statement by the United States Bureau of Education. The prevailing method of making the selection by popular vote tends to make the office a political one, subject to the fluctuations of party and factional politics. This situation may be accompanied by a number of disadvantages, such as limitation of the field from which choice may be made, lack of continuity in office, and inability to adjust the term and salary to fit the person desired. Gubernatorial appointment is neither as sure nor as reliable as appointment by a non-partisan board, according to the Bureau.

Girl Wins Education By Peeling Potatoes

Miss Garnet Holman, senior at Simpson College, Indianola, Ia., is literally peeling her way to an education. When she entered college as a freshman, it was necessary for her to earn at least a part of her expenses. The first job that offered itself was that of peeling potatoes in a girls' dormitory, where nearly 150 girls take their meals. Each year Miss Holman has had offers of other tasks of a more "white-collar" type that appeared easier to college officials. But she refused them all. One and a half bushels daily are pared by her skilful knife. It is estimated that she will have pared over a thousand bushels when she graduates. Ray Dean, business manager of the college, is planning to give her at her graduation a gold potato. "No gold football ever meant more to the foremost athlete than that potato will mean to me," she said when told of the plan.

Exhibit 1826 College Bill

College education and the expenses connected with it a hundred and one years ago were small compared to the finances demanded of the 1927 student, according to a term bill dated September 14, 1826, in the Hobart College Library, Geneva, N. Y. The term bill, made out to Roger Mather, calls for $6.62 for tuition for the first semester and $5 for his room. He is required to furnish his own bedding and candles. An additional charge of $1 is made for an item under "sweeping and bed making." Today the average college student is fortunate if he gets a room for $5 a week, and tuition is even greater in proportion than it was in 1826. Seventy-three cents was charged for bell ringing and under "public damage" the student at old Geneva College was taxed four cents. Today a deposit of $8 is required for damages from each student at the beginning of the college year.

Milk Supplied Children In Schools of New York

Milk is supplied to children during the morning session of school in forty-two cities and fifty-four villages of New York. The purpose is stated as being threefold: To build up undernourished children, to supplement the breakfast of children who have little appetite for the early home meal, and to teach children to drink milk. The service is paid for by about sixty-five per cent. of the children.

English School Boys Are to See America

Exchanging visits between American and English college and school boys, to be conducted on an intensive scale, is the object of a tour of the United States and Canada to be made by the Rev. E. S. Fellowes-Farrow, chairman of the executive committee of the Oxford and Cambridge Travel Club. The plan has been inaugurated in England by the organization of a party of senior public school boys who are candidates for admission to Oxford and to Cambridge. This party is to tour Eastern Canada and the United States in August. Other parties are expected to follow.

New High School Has Club System

Completion at St. Petersburg, Fla., of a $1,000,000 high school is made doubly notable by the unusual character of the work carried on in the new building. A feature of the instruction is a system of clubs, each sponsored by a teacher and calculated to encourage some particular interest or "hobby." Club meetings are held in regular school hours, and club work counts as credit toward graduation. The Aero Club is perhaps the most important, with membership eagerly sought by both boys and girls and providing air trips and investigations at the local flying field. A system of student employment provides help in the cafeteria, secretaries in the administrative offices, librarians and janitors.

Will Merge Iowa Universities

Drake and Des Moines Universities in Iowa will be consolidated at the close of the present school term in June, it was announced following ratification of plans for the merger by the board of trustees of each institution. The physical property of Des Moines University will be disposed of by a liquidating committee. The merged institutions will retain the name of Drake University. Drake has an enrollment of 2,500 and Des Moines University about 2,000.

Course in Laughter Proposed for Schools

William Margrie, an English workingman, proposed a resolution at a conference of local education authorities in London recommending that a course in laughter be introduced into the curriculum of the schools. He believes the British are too sober and sedate a race. The resolution was adopted and referred to a committee of teachers.

University Gets Valuable Site

London University has acquired a Bloomsbury site of eleven and one-half acres in the heart of the metropolis. This means that 10,000 British and foreign students will have the long-needed permanent headquarters in touch with all that is best in British educational life. This satisfactory

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Fourth Reader — FATHER TIME'S GIFTS

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solution of a problem which has troubled generations of British educators was brought about by American generosity, and in announcing it Lord Eustace Percy, president of the Board of Education, referred to the "munificent contribution of the Rockefeller Foundation," which has made the purchase from the Duke of Bedford possible.

College Love Affairs Do Not Affect Grades

"College love affairs do not affect grades," is the statement made by the three deans of Ohio State University. This interesting and reassuring bit of knowledge was made public in refutation to the comment of Dean Lustner of the Western Reserve University, who said that in his experience he found that love sometimes plays havoc with the student and has substantially the same effect as ill health or poor finances.

Attends School On Horseback

When Miss Pauline Trego of Benton County, Iowa, is graduated from high school this year she will have achieved an unusual record. Every school day during her four years in high school she has ridden five and a half miles on horseback to school in the morning, and covered the same distance at night. By the end of the school term it is estimated she will have ridden about eight thousand miles on horseback. She has made the trip during winter blizzards and through the spring floods and thunder storms.

Teachers Help Revise Courses

By calling teachers out of their classrooms to become curriculum makers for the system, school authorities are proving that democratic methods in education are successful, speakers from three large cities reported to the recent Mid-West Conference on Supervision, in Chicago. Hundreds of teachers have been released from teaching duties for limited periods in Denver, St. Louis and Chicago to give all their time to revising their city's course of study, speakers reported. The result, they agreed, was seen not only in an improved course, but in raising the morale of the teaching staff by the teachers' participation in the management of the schools.

Schools Gain Extra Revenue

The decision of the United States Supreme Court, in upholding the constitutionality of Arkansas' severance tax law, means the retention of millions of dollars for public school education, declared J. Frank Beasley, state revenue commissioner. This revenue makes up about one-fifth of the total amount received by the common school fund. The severance tax, levied on natural commodities produced in the state, is bringing in approximately $2,000,000 per year in Arkansas, two-thirds of which goes to the common school fund of the state, to be distributed on a per capita basis. The other one-third goes to the counties from which the commodity was severed, and of this amount one-half goes to the road funds of the county and one-half to the common school fund of the county. Ninety per cent. of the tax is derived from oil.

Lynn High Pupils Make Savings Record

Pupils in the Lynn, Mass., English high school have saved and deposited in the high school bank $10,154.20 since the school year began last September, Miss Jennie Leonowit, president of the bank, reported. This sum is the largest deposited in the bank since its foundation fifteen years ago.

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NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

Minnesota Hopes to Run Schools Without Taxes

Looking forward to the day when its university and schools can have sufficient endowment to make them tax-free, the State of Minnesota is already reaping benefits from valuable state lands set aside for permanent trust fund purposes. Funds including the permanent school and university funds now total $51,203,412, according to Julius A. Schmahl, state treasurer. These funds are invested or loaned to smaller civil units of the state and draw interest. Thousands of acres of timber lands, ore lands and other acreages in the northern part of the state have not been converted into interest-drawing funds yet. Growth of the fund during the last year was more than $4,000,000.

Says Education Farmers' Need

Education is a necessity in modern farming, according to F. A. Merrill of the extension service, department of agriculture. "The value of an education to a farmer can now be discussed in dollars and cents," Merrill said. "Surveys made in twelve states show conclusively that the years spent in high school and college are well paid for by increased earning capacity when farm activities are undertaken. Even a common school education is distinctly more advantageous financially than no education at all," he said. To illustrate this point Merrill said it was found in Texas that every day spent by a child in school might be considered worth $9.

Prize Starts Man On College Career

Alfred Jensen of Gilman, Ill., had no thought when he finished high school but to be a farmer. He went to town to buy a pair of husking gloves and found the merchant offering a $100 prize to the glove buyer who drew the lucky number. Alfred won. On the $100 he entered Illinois Wesleyan University, where he has become an all-conference football guard and a star pitcher in baseball. When he graduates he will be a coach, and the farm has lost another son.

Czechoslovak Teachers To Have Voice in Board

A plan has been drawn up permitting teachers in Czechoslovakia to elect a certain number of members of the school board. According to a bill prepared by the Czechoslovakian Government a central educational council will be constituted to administer the public elementary and urban, or grammar, schools of Prague. The primator, or chief alderman, of the city will be chairman of the council. Of the fifteen members, five will be representatives of the teachers and ten will include representatives of citizens and the chief central educational officers of the city.

Mexican University Attracts Americans

More than 300 students from the United States are expected to attend the summer session for foreigners at the National University of Mexico, it is announced by Professor Monatno, director. The course will last from July 7 to August 20. It is announced that there has been no necessity of carrying on a publicity campaign, since most of the students who attended last year have been urging their fellows to come to Mexico for these courses this year, and many of them have determined to return and take more advanced courses, particularly in the Spanish languages, the history of Mexico and allied subjects.

Insure Students Of High Schools

The Ministry of Education in Saxony has ruled that all high school students must be insured against accident. The annual fee is 1.20 marks or about 30 cents.

Education Is Hard to Dodge

According to Walter Dill Scott, president of Northwestern University, getting an education nowadays is easier than avoiding one. "It is becoming rather hard to dodge some sort of an education in the United States," he said. He mentioned part-time schools, libraries, clubs, night schools, Sunday schools, Chautauquas, lyceums, social settlements, books, newspapers, magazines, radio stations, motion pictures and commercial houses as contributing to the intellectual growth of the individual. There is no age limit to learning, he declared, a man of sixty being as able to profit as a boy of sixteen.

Must Fight Duels To Join Fraternity

In order to join a fraternity at the University of Heidelberg, a student is required to fight seven duels, and at the conclusion of the last, whether victorious or not, he is allowed to carve his name on one of the tables in the drinking-room, thereby becoming a full-fledged member.

Negro Colleges' Enrollment Gains

Desire for higher education is rapidly increasing among the "less privileged" groups in the United States, according to a report by the American Missionary Association of Congregational Churches. The association specializes in work among negroes in the South, Southern white highlanders, American Indians, Orientals in Western states, Mexicans in the Southeast, Porto Ricans and Hawaiians. The enrollment in the four colleges for negroes conducted by the association, it is stated, nearly doubled during the last five years, increasing from 217 to 390.

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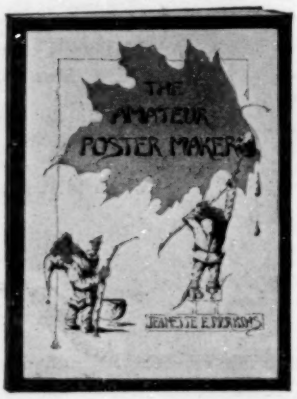

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TREND OF THE TIMES

LINDBERGH'S FLIGHT should net over 300,000 clippings before public interest has died out, according to a New York newspaper clipping bureau that is sending clips of him to his mother. To date Captain Charles A. Lindbergh has commanded more than 30,000 columns of newspaper space. The company has never handled so many clippings on any one subject in its thirty years of business. Admiral Peary's discovery of the North Pole yielded only 80,000 clippings and the death of President Wilson about the same.

EGG SHELLS and other refuse left on the White House lawn by 30,000 children who rolled eggs there Easter following the annual custom required five one-ton trucks with sideboards extending four feet above the bodies to cart them away.

JAPANESE DELEGATE to the preparatory commission for disarmament at Geneva told that body that Japan could not reveal to the world the extent of her holdings of war material. He declared that until perfect security was obtained nations must be permited to preserve the secrets of their defence. France supported the position.

GIRL SCOUTS in this country number about thirteen in every 1,000 girls between the ages of ten and nineteen. Leaders in Girl Scout activities number 16,569, and the organization extends to 791 communities. Camps are held in forty-three states.

WOMEN HAVE made more progress than men in the past decade, declares Miss Lena Madeson Phillips, lawyer and president of the National Federation of Business and Professional Women. She believes that eventually "this is going to be a woman's world." "Men are on the toboggan slide mentally," she asserted.

THERE ARE 11,000,000 negroes in the United States. They own 250,000 farms. Their wealth is $1,100,000,000. Their church property is worth $86,000,000. They have decreased their illiteracy from 44 to 20 per cent.

QUANTITY PRODUCTION and the making of each laborer a capitalist may be all right for America, but won't work in Europe. This is the opinion of C. F. von Siemens, German delegate to the world economic conference at Geneva. He also holds that while America is the workingman's paradise, it is not the result of democracy, but due to the gods which gave to the United States "vast resources, an immense concentration of capital and a shortage of common labor as compared with Europe's superfluity of this article."

ENGLAND HAS just completed the most powerful battleship afloat. It was built during the last four years. The armament consists of 55 guns, including nine sixteen-inch guns. The Nelson has a displacement of 35,000 tons, 3,000 tons greater than the next mightiest fighting ships afloat, the American battleships of the Maryland class, which are of 32,000 tons each. The annual cost of upkeep is estimated at more than $2,000,000.

IF YOU are 22 you should have forty-three more years of life, if 32 you should have thirty-six years, if 42 years old twenty-eight years, if 52 the years ahead should be twenty-one, if 62 you should live fourteen years. These are the conclusions of the latest United States life tables.

SHORT WAVES of radio have been known to encircle the earth and affect a receiver close to the transmitter, causing an echo a seventh of a second behind the main signal.

INDIA, BIGGEST producer of cotton next to the United States, has begun to import the longer American staple because the population demands the finer fabric made therefrom.

QUEEN MARIE'S trip to America not only "put Rumania on the map" in the eyes of many Americans, but it also led to the discovery of the United States by many of her own subjects. Bookshops of Bucharest have sold out nearly all their volumes referring to the United States. Applications for loans of American books at various libraries have multiplied several times.

FEDERAL COURTS have been placed in an unusual situation through the failure of Congress to pass the deficiency bill. The Senate filibuster blocked this along with other measures. As a result, trials by jury have been put off in many courts until the September term because there is no money available. Calendars are clogged. More than 20,000 dry law cases are pending. Many federal institutions have been deprived of their usual income and in some cases wealthy public-spirited individuals have volunteered loans until new appropriations are available.

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The BOOK TABLE

OUTWARD BOUND. THE ATLANTIC READERS. Book Five. Grade VIII. Edited by Randall J. Condon, superintendent of the Cincinnati Schools. Cloth. 342 pages. Boston: Little, Brown and Company.

Dr. Randall J. Condon will go into history as a city superintendent of schools who in four superintendencies has been a sympathetic and skilful leader of supervisors, principals and teachers, who has been the president of a great convention in the greatest state in the Union, but beyond that he is likely to be known far into the future as the creator of a series of school readers with a definite purpose to help make a better America, by making better Americans through their reading in the schools.

Dr. Condon has not meddled with the pedagogy or psychology of learning to read. "The Atlantic Readers" rest upon the assumption that children have learned to read in the first three years and can read intelligently thereafter and should "read to learn" and their reading should be informing, interesting and inspiring. Dr. Condon states the case clearly and forcefully when he says he aims to have those who read "The Atlantic Readers" learn "the great lessons of life without which all the rest of their learning is of little avail."

"Outward Bound" is a noble message from many voices to those who have rounded out their elementary school life, who have been reading and thinking of their life in childhood and youth and are now setting sail for the great civic, social, industrial and religious life.

We have richly enjoyed each of the five "Atlantic Readers" and we wish them a successful voyage through the youth to whom they bid Godspeed.

ARITHMETIC FOR TEACHER-TRAINING CLASSES. By E. H. Taylor, Ph.D., Eastern Illinois State Teachers College. New York: Henry Holt and Company.

Professor Taylor has a clear-cut purpose in the creation of this text. It is coming to be more and more professional to make texts that do some one thing and do it well. The former way of putting into a book everything conceivable is sure to go where the old-fashioned grocery store has gone. The element of success is in quick turnover of stock.

Professor Taylor has made an arithmetic for students who are learning how to teach arithmetic.

Such students are usually high-school graduates who have not studied arithmetic since leaving the eighth grade, and who do not have an adequate working knowledge of the processes of arithmetic, much less such an understanding of those processes as is necessary for good teaching. The first task in preparing these students to teach arithmetic is to give them, not a review, *but a new view of arithmetic, a teacher's view,* that insures a mastery of the processes and a clear perception of their difficulties and methods of explanation; that unifies the subject matter; that makes prominent the aims of arithmetic and the proper choice of materials to attain them; and that by historical references gives some knowledge of the development of arithmetic and of its place in human culture. The elementary school teacher should use as fine a quality of scholarship as the teacher in the university. The student who is preparing to teach arithmetic should have careful instruction in methods of teaching.

Arithmetic should begin and end with problem solving. Good teaching uses problems both to introduce and to fix new notions and new processes. The selection and solution of problems is arithmetic.

The teacher of arithmetic in the seventh and eighth grades needs to be prepared to introduce the pupils to algebra and geometry. The introduction to algebra is given through the use of the formula, the simple equation, and the graph. The introduction to geometry is made by observing and measuring geometrical figures, constructing them with ruler and compasses, and solving problems in mensuration. Seventh and eighth grade pupils are to be shown that algebra and geometry are useful tools in solving problems.

PUBLIC SCHOOL FINANCE. By Arthur B. Moehlman, School of Education, University of Michigan. With an introduction by Walter A. Jessup, president of the State University of Iowa. Chicago, New York: Rand McNally and Company.

This is a discussion of the general principles underlying the organization and administration of the finance activities in public education together with a practical technique. Professor Moehlman steers clear fairly well of the besetting sin of many writers on school finance, assuming that there is an aristocracy of educational financing.

There is only one real question in school financing, that is the education of the entire public to pass intelligent judgment upon educational appropriations. It is next to impossible for any one to write on the subject without assuming that school men are the only ones capable of saying anything about a school budget. An uneducated budget-making public is an indictment of the common sense and professional sanity of professional educators.

If Professor Moehlman's "Public School Finance" is merely used to promote the conceit of superintendents it will fail of being of educational service, but if it can be utilized to make the public intelligent in educational budget making it will be one of the notable book creations of the present day.

MAKING THE MOST OF AGRICULTURE. Efficient Marketing, Profitable Farming, Worth-While Living. By Theodore Macklin, University of Wisconsin, W. E. Grimes, Kansas State Agricultural College, and J. H. Kolb, University of Wisconsin. Cloth. 542 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

No other publishers have approached Ginn and Company in the character and quality of their texts on agriculture. They not only have the latest, best leaders in country life improvement, and the most humane treatment of the vital problems of the day, but in every book the pedagogical value of the setting is of prime importance.

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601 Titles
216 Authors

AMERICA'S ROOTS IN THE PAST. By Daniel J. Beeby, Oglesby School, Chicago, and Dorothea Beery, Community-Life History Series. Cloth. 424 pages. New York, Chicago: Charles E. Merrill Company.

It is refreshing to have the historic past looked into for the sources of social and industrial inheritance rather than purely political intrigue and military and naval activities and defeats.

"America's Roots in the Past" has special significance just now when it is evident that there will be less appeal to force. It is not mere chance that China with several hundred million people with all appliances for terrific death-dealing tragedies has been virtually at war in all parts of the country and threateningly with other nations on the globe, and as we write in mid-April with fewer deaths than are caused by automobiles in the United States in any week.

It is wholesome for students to have the past pass in review from prehistoric times with thought centred upon the evolution of civilization, of language, of agriculture and of domestic life. It has high significance that such a book is so attractively and skilfully produced at this time.

THE COLLEGE BOOK OF VERSE, 1250 to 1925. Compiled by Robert M. Gay, Simmons College. Cloth. 640 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

It is in the richest sense a "College Book of Verse," containing a rare selection of poems with which college students and professors should be familiar, representing the great masters, but it is an anthology of poems rather than poets, and illustrates variety of verse-forms rather than a history of poetry. It is beautiful in binding, type and paper, worthy a place on any librarian's table.

FARM PROJECTS AND PROBLEMS. A Complete Text for Elementary Schools. By Kary Cadmus Davis, Ph.D., George Peabody College for Teachers, Nashville. Cloth. 217 illustrations. 539 pages. Philadelphia and Chicago: J. B. Lippincott Company.

The Lippincotts magnify all phases of country life for children. They are especially skilful in selecting authors. One of the pedagogical vices of the professionalist is that teaching is teaching, the same in the country as in the city. This is one of the tragedies of professionalism.

Children in the country have daily contacts in their thinking that city children do not have. Much of the thinking of city children naturally is artificial, while professionalism tries hard to make country children artificially artificial.

We have found professionally trained teachers born and bred where they saw beef cattle, dairy cattle, lard swine and pork swine, meat poultry and egg producing poultry, with never a school lesson on anything they saw daily, but studying elaborately about cotton, sugar and rice, when neither teacher nor children had ever seen a cotton field, rice land or sugar plantation, but elaborate pictures made the things they had never seen better "projects" than the things they saw every day.

Kary C. Davis makes "Farm Projects and Problems for Elementary Schools" educational rather than artificial. The child sees real things, knows the breeds of beef cattle and lard hogs, instead of the wild life of the African jungle.

THE BARROWS AND PARKER GEOGRAPHY: EUROPE AND ASIA. By Harlan H. Barrows and Edith Putnam Barrows, both of University of Chicago, and Margaret Terrell Parker, Wellesley College. Cloth, 8 by 10 inches. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

This is the third book of the series. The First Book, "Journeys in Distant Lands," Second Book, "United States and Canada." It must be fascinating to make a geography. There was a time, a long time when one geography maker would monopolize the horizon, when some master genius had a brilliant geographical idea and some publisher would put a fortune into its publication. Now brilliant geographers are created around some central idea and no school can be content with one geography any more than with one school reader. There is no one of the great geography creations that any school can be without and be professionally decent.

A freak textbook is now impossible. There is not a publishing house that does not have merciless editors who think first, last and all the time of the sales quality of the book. They know that one slight departure from wise and unassailable material will be magnified by a searchlight caricature by some rival.

Each new geography has a significant approach to the study, a new line of action. The Barrows-Parker Geographies emphasize skilfully, artistically the child's lifelong participation in the complex associations of all people everywhere.

The Barrows-Parker Geographies dare to trace new sources of interest. Pedagogically the school world is pioneering heroically into regions of new reservoirs. We have been in a psychological region in which the aim has been to create something new that would have to be accepted by everyone. This is often an electric static which merely musses things and prevents messages to function.

Without asking school people to think they have the only pedagogical virtue the Barrows-Parker Geographies are different, so different in the creation of interests, in the retention of information that they supplement ingeniously and masterfully every other good system that has led children to think in world units.

AMONG THE DANES. By Edgar Wallace Knight, professor of education in the University of North Carolina. Cloth. Published by the University of North Carolina Press, Chapel Hill, N. C.

North Carolina has the admiration of professionalists of all America, and Chapel Hill has been the searchlight, the beacon light of the great vision from the days of Governor Aycock, Walter Hines Page, E. A. Alderman, Philander P. Claxton, J. Y. Joyner and the other brilliant and consecrated pioneers to the times of Brooks and Allen, Chase, Knight and Wright.

This account which Professor Knight gives of his visit to Denmark is one of the contributions which the North Carolina University makes to educational progress in America. Dr. Knight writes in a breezy fashion of the remarkable civilization achieved in Hamlet's much-talked-of little kingdom, and of the effective system of education which has transformed Danish life. Dr. Knight gives special attention to rural conditions. Farm tenancy and government encouragement of small holdings are dealt with at some length. Some of the twenty chapter headings are: Adult Education, Training Elementary School Teachers, Training High School Teachers, Winning Higher Degrees, Education and Agriculture, Marriage and Divorce in Denmark, Taxes, and Social Welfare.

WHERE AND HOW TO SELL MANUSCRIPTS. A Directory for Writers. By William B. McCourtie. Cloth. 482 pages. Fourth Edition. Revised. Springfield, Mass.: The Home Correspondence School.

The title tells the whole story. Every one who desires to sell manuscripts of any kind should certainly have this remarkable book always at hand. Never before has there been available such an abundance of information reliable and up-to-the-minute as William B. McCourtie provides in this book. If any one is ambitious to sell articles there is nothing for him (or for her) to do but to purchase "Where and How to Sell Manuscripts."

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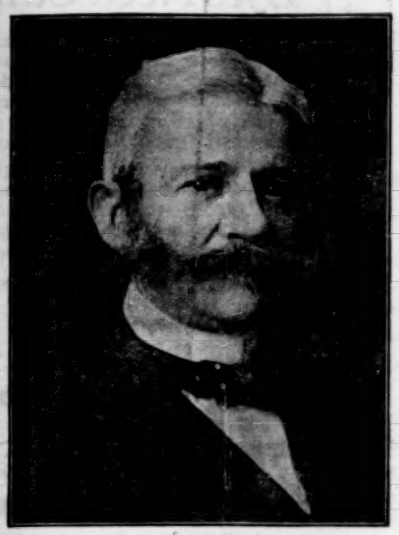

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Dangerous Ground

Teacher (in grammar class)—"Willie, please tell me what it is, when I say 'I love, you love, he loves.'"

Willie—"That's one of them triangles where somebody gets shot."—Atlantic Antics.

Revenge Is Sweet

One morning Brown looked over his garden wall and said to his neighbor:—

"Look here, what are you burying in that hole?"

"Oh," he said. "I'm just replanting some of my seeds, that's all."

"Seeds!" shouted Brown angrily. "It looks more like one of my hens."

"It is! The seeds are inside."—Pearson's Weekly.

His Acme

Father—"So you know as much as your teacher, do you? Where do you get that idea?"

Willie—"Well, she told me so herself. She said she couldn't teach me anything."

Over the Wire

When I took down the telephone receiver I discovered that the line was in use.

"I just put on a pan of beans for dinner," I heard one woman complacently informing another. I hung up the receiver and waited. Three times I tried, and then, exasperated, I broke into the conversation.

"Madam, I smell your beans burning," I announced, crisply. A horrified scream greeted the remark, and I was able to put in my call.

Must Use Them

"Look, papa, Abie's cold is cured and we still got left a box of cough drops."

"Oh, vot extravagance. Tell Herman to go out and get his feet wet."—Los Angeles Times.

Still Trembling

"There's been something trembling on my lips for months and months, Margaret," he said nervously. "So I see," said Margaret, "why don't you shave it off?" Women are so dumb—when they want to be.—Capper's Weekly.

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Meetings To Be Held

JUNE.

20: American Library Association, Carl H. Milam, 86 East Randolph St., Chicago, Ill.; Toronto, Ontario.

JULY.

3-8: National Education Association, Seattle, Washington.

5-7: School Garden Association of America: Emilie Yunkers, Louisville, Ky.; Seattle, Washington.

AUGUST.

7-12: World Federation of Education Associations, Toronto, Canada.

SEPTEMBER.

6-9: Massachusetts State Normal School Teachers Association: Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

26-October 1: National Safety Council: William H. Cameron, 108 East Ohio Street, Chicago, Ilinois; Chicago, Illinois.

OCTOBER.

3-7: Playground and Recreation Association of America: Howard S. Braucher, 315 Fourth Avenue, New York City; Memphis, Tennessee.

12-14: Wyoming State Teachers Association: B. H. McIntosh, Cheyenne H. S., Cheyenne, Wyo.; Cheyenne, Wyo.

13-15: Vermont Women Teachers Club: Thelma L. Hoyt, Burlington, Vt.; Burlington, Vt.

20-22: Indiana State Teachers Association: Charles O. Williams, 205 Hotel Lincoln, Indianapolis, Ind.; Indianapolis, Ind.

20-22: Utah Education Association: D. W. Parratt, 317 State Capitol, Salt Lake City, Utah; Salt Lake City, Utah.

21-22: New Hampshire State Teachers Association: Florence H. Hewitt, 24 Chauncey St., Portsmouth, N. H.; Concord, N. H.

24-29: Washington Education Association: Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Wenatchee and Longview, Wash.

27-28: Illinois State School Board Association; Mrs. G. A. Stover, Oak Park, Illinois; Urbana, Illinois.

28-29: Council of Education of the State of New Jersey: J. Heward Hulsart, Dover, N. J.; Newark, N. J.

27-29: Rhode Island Institute of Instruction: Clarence W. Bosworth, 33 Blackamore Avenue, Eden Park; Providence, R. I.

29: Secondary School Examination Board: Francis L. Lavertu, H[illegible] School, Pottstown, Pa., vicinity of Boston, Mass.

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Mr. T. Carroll Willson,
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Dear Mr. Willson:

Many thanks for your kindness in printing the baby pictures for me without charge. It was very kind of you, I am sure, and we certainly appreciate the favor. No doubt, as time goes on, you will see more of these pictures included with the students.

I also want to thank you for the splendid service you gave us since the opening of college in the printing and returning of our pictures. We have found them quite valuable in placing on our permanent record files and also an innovation which we inaugurated. This is our student budget ticket, a copy of which I am enclosing. At the time the student has his picture taken, the card is signed and the name and number recorded. Whenever the student has made satisfactory payment at the office, we stamp the card "paid" and issue the ticket which admits a student to all of our athletic contests. For the second semester, we shall change the color of the card and place a large red "2" where the "1" now is. This has proved quite satisfactory because it has helped to reduce almost to zero the transfer of tickets to athletic games. You are privileged to use this as a talking point for the sale of your machine.

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(Signed) H. W. HOLTER

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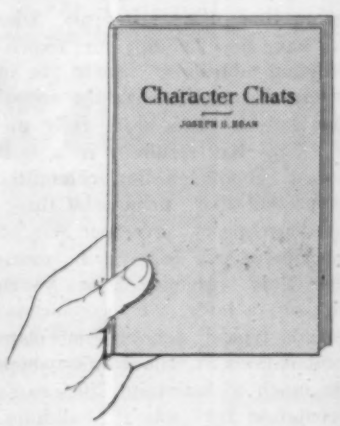

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Elementary School Principals' Club

Editor Journal of Education:—

The Elementary School Principals' Club of Cincinnati has been revising the constitution of the club in order to make this organization of more service to the schools of the city and to bring it into more direct contact with the office of the superintendent of schools. Cincinnati principals are fortunate in having a superintendent who is heartily in favor of substituting democracy for autocracy in all educational management. Encouraged by his attitude, the club has sponsored several important activities.

One of the first of these was the suggestion that the principals who were to have new buildings, or expensive building additions, should be in conference frequently with the school architect before plans were fully approved. This has resulted in a well established school building committee with representative principals, directors of departments, and members of the superintendent's force in its membership. This committee has been working out a body of recommendations and typical schoolroom plans and combinations of school units which will do much to maintain Cincinnati's fine reputation for school buildings. Every new building projected by the Board of Education is thoroughly considered by this committee.

A second activity sponsored by the Elementary Principals' Club this past year has been a study of Cincinnati's needs in Visual Education. As a result of the interest so awakened, the Board of Education has consented to a policy of experiment which will do much, no doubt, toward giving Cincinnati a sane and progressive program in Visual Education.

L. P. Stewart, principal of Westwood and Cheviot Schools, who has been the president during the past year, was re-elected at the April meeting.

W. Q. Brown,
Principal, Kennedy School,
Cincinnati, Ohio.

"Back Seat Driving"

Editor, Journal of Education:—

One of the standing jokes of this nation is the "back seat" driver. We appreciate the absurdity and folly of this form of mental attitude, hence treat it with derision and make it a target for our jests.

Yet "back seat driving" is a more prevalent pastime than is usually suspected. It is not confined to motor travel; it figures in many other phases of life—in our government, in our industries, in our civic affairs and in our schools.

Not infrequently we exercise our franchise to elect a public servant, seemingly on the strength of his fitness, only to find that some political leader dictates his position on public policies. Critics in the agricultural West charge the East with too great influence in our Federal affairs; complaints come from citizens of too much government in business; criticism is advanced as to expenditure of large sums by special interests to elect a favorite candidate for a specific purpose. All of which conditions, if practiced, imply "back seat driving."

There is evidence of "back seat driving" in our educational institutions. Business men and college alumni have been known to dictate the selection of an athletic coach. Members of a Board of Education elected on the basis of their party affiliations furnish another instance of "back seat driving." A Board of Education, appointed by a mayor yet subject to political changes of city administration, furnishes another.

Members of the Board of Education, as representatives of the people, are entrusted with the conduct of the schools. They, in turn, select the school executive, the "driver." He confers with his Board of Education, with his teaching force, with Parent-Teacher and similar co-operative agencies, as to the route, the speed of travel, the type of machine and such, but he will do the driving.

In the conduct of the schools the greatest efficiency is to be expected of the driver. He it is who is in the best position to guide the schools on the road of service for the safety of the pupils and the community. Yet too often is he subjected to the distractions and hazards of "back seat driving" by self-seeking political and personal influences. These "back seat" drivers lack the highly-specialized qualifications the educator must command. Their social viewpoint may be warped, their regard for public welfare may be blunted; yet they would dictate the direction the sensitive machine of education should travel.

The management of our schools must be in the hands of those who are in the front seat of educational activities; those who are best equipped to guide the schools aright and who have a concern for the character of the country's future citizenship.

In the interests of educational safety we should eliminate "back seat driving," when practiced, from our schools. We must insure safety for our pupil-passengers.

J. W. McClinton,
Director, Better Schools League, Inc.
Chicago, Ill.

BOSTON PUBLIC SCHOOLS EXAMINATION FOR ADMISSION TO COURSES IN THE TRAINING SCHOOL FOR TEACHERS OF MECHANIC ARTS.

On Saturday, June 11, 1927, the Board of Examiners will conduct an examination for the admission of students to the one-year and two-year courses in the Training School for Teachers of Mechanic Arts.

This examination will be given in the Parkman School, Broadway, between B and C streets, South Boston, beginning promptly at 9 o'clock, A. M.

For full particulars as to eligibility requirements, apply to the Board of Examiners, 15 Beacon street, Boston.

JOEL HATHEWAY,
Chief Examiner.

Meetings to Be Held

NOVEMBER.

2: National Committee for Mental Hygiene: Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

3-5: Iowa State Teachers Association: Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

3-5: Kansas State Teachers Association: F. L. Pinet, Topeka, Kansas; Topeka, Wichita, Salina and Pittsburg, Kansas.

3-5: Wisconsin Teachers Association: E. G. Doudna, 717 Beaver Building, Madison, Wis.; Milwaukee, Wis.

4: Iowa Association of Teachers of English: Mary Maude Shuell, 650 16th St., Des Moines; Des Moines, Iowa.

5: Wisconsin Association of Mathematics Teachers: Ada M. Parsons, W. Division H. S., Milwaukee, Wis.; Milwaukee, Wisconsin.

8: Women's Educational and Industrial Union: Leah Tapper Cadbury, 264 Boylston St., Boston, Mass.; Boston, Mass.

9-12: Missouri Society of Teachers of History and Government; Lottie Huff Soldan High School, St. Louis, Mo.; St. Louis, Mo.

10-12: Minnesota Education Association: C. G. Schulz, 919 Pioneer Building, St. Paul, Minn.; Minneapolis, Minn.

10-11: Missouri Council of Teachers of English: Mary Woods, State Teachers College, Springfield, Missouri; St. Louis, Mo.

9-12: Missouri State Teachers Association: E. M. Carter, Columbia, Mo.; St. Louis, Mo.

17-19: High School Conference: H. A. Hollister, University of Illinois, Urbana, Ill.; Urbana, Ill.

17-19: Illinois City Superintendents Association: H. B. Black, Mattoon, Illinois; Urbana, Illinois.

21-25: South Dakota Education Association: N. E. Steele, Perry Block, Sioux Falls, S. D.; Aberdeen, S. D.

23-25: Co-operative Education Association of Virginia: J. H. Montgomery, 422 State Office Building, Richmond, Va.; Richmond, Va.

24-26: National Council of Teachers of English: W. Wilbur Katfield, 506 W. 69th St., Chicago, Illinois; Chicago, Illinois.

26: College Conference on English in the Central Atlantic States: Norman E. McClure, Penna.; Military College, Chester, Pa.

Answers to "What Is Your Professional I. Q.?"

[Questions are on page 616.]

71. Charles E. Chadsey.
72. Randall J. Condon.
73. Carroll Reed from Akron.
74. J. M. Gwinn to San Francisco.
75. Frank B. Dyer.
76. Frank Thompson and J. E. Burke.
77. Frank Cody, of Detroit.
78. Frank M. McMurry.
79. Clarence C. Birchard.
80. Frank E. Spaulding.

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